**ESL Part I EDUC 9F67**

**Cheryl Ende**

***Module 1***

***Section 1.1 – Questionnaire***

"Teachers should present grammatical rules one at a time, and learners should practise examples of each one before going on to another."  
  
I agree with this statement completely, but also would like to add more detail into it. As a French (supply) teacher, I have dealt with this concept before, and will go out on a limb here and suppose it is similar in some cases teaching ELLs (the main difference being not having a classroom full of students who have the same mother tongue). Not only do I believe that grammatical rules should be presented one at a time, simpler ones (or even more common ones) should be presented before more difficult ones as they will be used more often in life, and therefore (hopefully) learned more quickly. This combines #7 and #8 on the questionnaire. I believe that students should also practise examples of each one written and orally. I have learned quickly that, while teaching either core French or immersion French, core French learners have been largely taught, and largely use, written language, while immersion French learners are more likely to practise orally. I believe that a combination of these methods will produce the best results, i.e.: quickest and most effective learning for ELLs. However, I would not practise these examples of each grammatical rule separately all of the time. Once ELLs have learned a new concept, I would combine it with older rules to maximize their learning. Having students making up their own examples and applying their learning will also enable them to do this.

*Comments I’ve Made*

[Re: Module 1 Introduction 1.1](https://lms.brocku.ca/portal/tool/147faa60-4604-453a-9963-104cecd3c9b2/discussionForum/message/dfViewThread)

SARAH STRILCHUK (ss04tz) (Sep 21, 2011 10:08 AM) - Read by: 1[[Reply to Message](https://lms.brocku.ca/portal/tool/147faa60-4604-453a-9963-104cecd3c9b2/discussionForum/message/dfViewThread)Reply](https://lms.brocku.ca/portal/tool/147faa60-4604-453a-9963-104cecd3c9b2/discussionForum/message/dfViewThread)

I very much agree with this statement as well. I have read that before 11 years of age is the most optimal time to learn a new language. Children are so much like sponges, that I don't agree that they may be overwhelmed as much with learning, as long as the learning applies to them and their lives, and is also enjoyable - to integrate the play factor, which is also very important. Language can easily be incorporated into almost any game (except charades, haha!). To go even further with the play/language integration, playing without the teacher directly involved would can also happen if it is possible to group students who have different mother tongues together, in order to have them communicate as much as possible in English. It may be difficult as first, but I imagine that it would be rewarding in the long run.  
  
I also agree with Sarah in that learning a new language (or instrument) develops brain power, which can then be used towards learning other new things (and more quickly).   
  
However, I don't necessarily believe that after a certain age, one will not be able to learn another language to the same proficiency as when one was younger. I think it will take longer (sometimes much longer), and there may be much more interference with their mother tongue, but if they are immersed in the culture and language of what they are trying to learn, that will make it easier. So if someone is interested later in life to learn Italian, most often the best place to do that would be somewhere they only speak Italian, not necessarily in a classroom setting.

[Re: Correcting Learner's Errors](https://lms.brocku.ca/portal/tool/147faa60-4604-453a-9963-104cecd3c9b2/discussionForum/message/dfViewThread)

SARAH STRILCHUK (ss04tz) (Sep 21, 2011 10:16 AM) - Read by: 1[[Reply to Message](https://lms.brocku.ca/portal/tool/147faa60-4604-453a-9963-104cecd3c9b2/discussionForum/message/dfViewThread)Reply](https://lms.brocku.ca/portal/tool/147faa60-4604-453a-9963-104cecd3c9b2/discussionForum/message/dfViewThread)

When I first did this questionnaire, I thought I strongly agreed with this statement. After reading your post, Sarah, I find that I agree with it less and less. I suppose I was more thinking of never correcting them leading them to learning more bad habits. I was also thinking of written work, and how not correcting them on the first time will affect their writing in the long run, too. I understand that not correcting them right away can help them take risks and overcome shyness, two very big obstacles in learning a second language. But at what point would you suggest that corrections should start being made? Perhaps only in teaching them new structures as well as in written? I don't want to discourage students from speaking and trying new things in my (future) classroom, and I believe that how and when corrections are made are important.

[Re: Module 1 Introduction 1.1](https://lms.brocku.ca/portal/tool/147faa60-4604-453a-9963-104cecd3c9b2/discussionForum/message/dfViewThread)

SARAH STRILCHUK (ss04tz) (Sep 21, 2011 10:24 AM) - Read by: 1[[Reply to Message](https://lms.brocku.ca/portal/tool/147faa60-4604-453a-9963-104cecd3c9b2/discussionForum/message/dfViewThread)Reply](https://lms.brocku.ca/portal/tool/147faa60-4604-453a-9963-104cecd3c9b2/discussionForum/message/dfViewThread)

I agree with this as well. I have found that earlier on in life, I would translate English to French in my head in order to speak French. However, as I learned more and more French, that inclination to translate in my head is not there anymore. I believe that is due to speaking it more and more. I don't believe that writing alone will help you get to that stage. The more proficient you are in speaking and writing, the less you have to translate in your head! I find it is also easier to understand someone speaking in another language than speaking it yourself.  
  
As for mixing up languages, I am wondering if that ever goes away. I sometimes mix up the three languages I have learned (English, French, Ukrainian) and sometimes it's difficult to switch back and forth. Crazy they way our brains work, sometimes!

[Re: "students will learn each others mistakes"](https://lms.brocku.ca/portal/tool/147faa60-4604-453a-9963-104cecd3c9b2/discussionForum/message/dfViewThread)

SARAH STRILCHUK (ss04tz) (Sep 21, 2011 10:32 AM) - Read by: 1[[Reply to Message](https://lms.brocku.ca/portal/tool/147faa60-4604-453a-9963-104cecd3c9b2/discussionForum/message/dfViewThread)Reply](https://lms.brocku.ca/portal/tool/147faa60-4604-453a-9963-104cecd3c9b2/discussionForum/message/dfViewThread)

I agree with you, Carly. In addition, students (and anyone really) learn best by teaching another what they have learned, and will also retain it better in that way. So corrections from other students will not only help the student who said/wrote something incorrectly, but they will also be helping themselves.

***Module 1***

***Section 1.2***

- Patton Tabors asks educators to think of language as a .puzzle. with all of the pieces needing to come together for language to really work. These pieces of the puzzle are phonology, vocabulary, grammar, discourse, and pragmatics (Tabors, 1997).

- Virtually every child develops linguistic and communicative competence, and it is learned naturally and in context, not arranged in an easy-to-difficult sequence.

- Children are constantly modifying their speech depending on their audience. An example of this behavior is when children modify their speech when talking to younger children. As children develop their ability to use language, they become more and more understanding of social situations and learn how to control their own actions and thoughts. By listening to children’s self-corrections, questions, and language play, we realize the extent of their knowledge of language structure. Those things that children can articulate give us an understanding of what they can comprehend. Their active, creative invention of language is amazing and unique to each child. Language development is a gradual process and reflects a child’s cognitive capacities. Language is purposeful. As children play and work, they do so through language (Garcia, 1994; Lindfors, 1991; McLaughlin, 1984; Shatz & Gelman, 1973).

- Children expand their development of language by relating what they already know to what they encounter. .It is only with one foot placed squarely, securely within the known, the familiar, that the child can place the other foot in the beyond. (Lindfors, 1991, p. 282).

- .Because Vygotsky regarded language as a critical bridge between the sociocultural world and individual mental functioning, he viewed the acquisition of language as the most significant milestone in children’s cognitive development. (Berk & Winsler, 1995, p. 12). Put another way, language is the verbal way we express our understanding of the world (Piaget, 1926, 1983).

- There are no negative effects for children who are bilingual. Their language development follows the same pattern as that of monolingual children (Goodz, 1994). .Children who develop proficiency in using their native language to communicate, to gain information, to solve problems, and to think can easily learn to use a second language in similar ways. (Pérez & Torres-Guzmán, 1996, p. 96). Even young children who are learning a second language bring all of the knowledge about language learning they have acquired through developing their first language. .For these children, then, second-language acquisition is not a process of discovering what language *is*, but rather of discovering what *this* language is. (Tabors,1997, p. 12).

- As children go through school, they usually lose much of their ability in their native language. Children bring their attitudes toward a second language and those who speak it as well as their attitude toward their first language. These attitudes are important to the success of the child learning a second language and retaining his or her language (Collier, 1995b; Lindfors, 1991).

**- Young children may appear to be better second-language users because the language they are learning is less cognitively complex to learn and they can learn to speak a second language quickly and often with a native-like pronunciation. But research**

**has shown that adolescents and young adults are actually better at acquiring a second language (Collier, 1995b).** **Many researchers believe that there is little benefit and potential harm in introducing a second language at a very young age unless caregivers are careful to maintain both languages as equally important and valuable (McLaughlin, 1984).**

- How often and how well parents communicate with their children is a strong predictor of how rapidly children expand their language learning.

- There is real concern that if children do not fully acquire their first language, they may have difficulty later in becoming fully literate and academically proficient in the second language (Collier, 1992, 1995a; Collier & Thomas, 1989; Cummins, 1981, 1991; Collier & Thomas, 1995).

- Everything acquired in the first language (academic skills, literacy development, concept formation, subject knowledge, and learning strategies) will transfer to the second language. As children are learning the second language, they are drawing on the background and experience they have available to them from their first language. Collier believes that the skills children

develop in their first language form the foundation they must have to be academically successful in their second language.

- Reading in all languages is done in the same way and is acquired in the same way. The common linguistic universals in all languages mean that children who learn to read well in

their first language will probably read well in their second language.

- When children learn all new information and skills in English, their first language becomes stagnant and does not keep pace with their new knowledge. This may lead to limited bilingualism, where children never become truly proficient in either their first or second language.

- On cognitive and academic measures, children who have lost their first language (so-called

.subtractive. bilinguals) do not score as well as children who have maintained or expanded their first language as they acquire the second language (additive bilinguals) (Collier, 1992; Ramsey, 1987; Saville-Troike, 1982). When the first language continues to be supported (and this support is especially important when the first language is not the power language outside the home), introducing a second language between the ages of 5 and 11 will ensure full cognitive growth in the first language, which will support full cognitive growth in the second language (Collier, 1995b).

- Personality, social competence, motivation, attitudes, learning style, and social style in both

learners and speakers influence the way a child learns the second language.

- Collier and Thomas found that these components were more important than either the specific program type or the student background variables. These three components were (1) using the student’s first language to provide academic instruction for as long as possible, (2) using an active discovery approach to teaching and learning, and (3) treating the bilingual programs

as .gifted. programs so that the relationship between minority and majority students changed to a positive environment for all. Within these components runs the key thread of making sure that instruction is always cognitively challenging and complex (Collier & Thomas, 1995).

**Many Roots, Many Voices:**

- Students’ first languages have an important place alongside English. Encourage English language learners to use their first languages in the classroom, as well as in homework assignments. This will enhance their development of English language proficiency, support their sense of identity and self-confidence, and promote positive attitudes towards language learning among all students, including English speakers.

- The following are just a few examples of classroom activities which lend themselves to the use of first languages:

 Completing dual-language assignments such as a bilingual advertisement, for example, to attract visitors to a country or region

 Working with same-language partners who discuss a problem and clarify information in the first language before switching to English

 Creating multilingual displays or signs

 Writing first drafts, notes, journal entries, and outlines

 Providing bilingual support for newcomers, such as room partners or cross-grade tutors, who can highlight key concepts you want taught or translated

- **By welcoming a student’s home language, schools facilitate the flow of knowledge, ideas and feeling between home and school and across languages. (Cummins, Bismilla, Chow, Cohen, Giampapa, Leoni, Sandhu, and Sastri, 2005)**

-it may enable parents to become more involved in their children’s education.

-Invite students to produce dual-language assignments (example: create dual-language books).

- Research shows that language skills and conceptual knowledge are generally transferable from one language to another. First languages, therefore, provide a foundation for developing proficiency in additional languages. First languages also help students preserve vital links with their families and cultural backgrounds and a solid sense of their own identity.

- A strong foundation in their first language helps students:

 develop mental flexibility;

 build problem-solving skills;

 experience a sense of cultural stability and continuity;

 understand their own cultural and family values;

 become aware of the value of cultural diversity and multiple perspectives; and

 expand their career opportunities.

**ENGLISH LANGUAGE LEARNERS : ESL AND ELD PROGRAMS AND SERVICES**

- Students who see their previously developed language skills acknowledged by their teachers and parents are more likely to feel confident and take the risks involved in learning a new language. They are able to view English as an *addition* to their first language, rather than as a *substitution* for it.

- Students who are able to communicate and are literate in more than one language are better prepared to participate in a global society. Though this has benefits for the individual, Canadian society also stands to gain from having a multilingual workforce. The children now entering Ontario schools are a valuable resource for Canada.

- Students with well-developed skills in their first language have been shown to acquire an additional language more easily and fully and that, in turn, has a positive impact on academic achievement.

Fred Genesee, Kathryn Lindholm-Leary, William Saunders, and Donna Christian. Educating English Language Learners: A Synthesis of Research Evidence. Cambridge University Press, 2006.

**Academic Achievement in a Second Language. ERIC Digest.** Lewelling, Vickie W.

-"Cognitive development and first language proficiency." Second language acquisition research has shown that the level of proficiency in the first language has a direct influence on the development of proficiency in the second language. The lack of continuing first language development has been found, in some cases, to inhibit the levels of second language proficiency and cognitive academic growth. Saville-Troike (1984, p214) reports that "in almost all cases, the bilingual instructors' judgments of students' relative competence in native language studies coincided with the same students' relative achievement in English." Hakuta (1990) views native language proficiency as a strong indicator of second language development.

- Hakuta gives the example that "a child learning about velocity in Spanish should be able to transfer this knowledge to English without having to relearn the concepts as long as the relevant vocabulary (in English) is available" (Hakuta, 1990, p7).

- Because native English-speaking students and LEP students learn through both languages, they can attain proficiency in a second language while continuing to develop skills in their native language. Lindholm & Fairchild (1988), who evaluated a bilingual immersion program in California, found that LEP students attained a high level of achievement relative to national norms, and attributed the success of the students to receiving initial instruction in the native language, which, in turn, facilitated the development of English. They found that in math, reading, and language proficiency achievement, bilingual immersion students significantly outperformed students enrolled in non-bilingual immersion programs (Lindholm & Fairchild, 1988).

Does first language have a role to play in second language learning?

The first languages of ELLs play a large role in second language learning.   
-what you know (concepts) in first language will transfer to second language if appropriate vocab in 2nd lang is provided  
     -academic skills, literacy development, concept formation, subject knowledge, and learning strategies  
-children who dev proficiency in native lang can easily use a second lang to learn in similar ways  
   -they bring all of what they know about lang learning from 1st lang to learning 2nd lang   
-attitudes about learning 2nd lang affect how first lang is kept up or abandoned  
-concern about not dev fully in 1st lang bring barriers to fully being bilingual with 2nd lang   
     -reading well in first lang = reading well in 2nd lang bc it is done and acquired in the same way in all langs  
-bilingual immersion programs  
     -They found that in math, reading, and language proficiency achievement, bilingual immersion students significantly outperformed students enrolled in non-bilingual immersion programs (Lindholm & Fairchild, 1988).    
  
Mother tongues of ELLs should be integrated into classroom learning often. And used at home still.  
-more parent/teacher communication  
-more parent involvement in student's school/social life  
-limited bilingualism: if student does not keep the pace up with native lang with all new things learnt in 2nd lang, never will become proficient in either lang  
-don't perform as well if they don't use first lang  
-supports sense of ID and self-confidence: really needed to learn 2nd lang  
-promotes positive attitudes and inclusion of all cultures  
-expand career opportunities

Does first language have a role to play in second language learning?

The first languages of ELLs play a large role in second language learning.   
  
First and foremost, those who develop proficiency in their first language can easily use a second language to learn in similar ways. ELLs bring all that they've previously learned in their mother tongue and how they've learned their mother tongue to the learning of their new language; this also includes academic skills, literacy development, subject knowledge, and learning strategies. For example, if someone reads well in their first language, they're likely to read well in their second. This is because reading is done and acquired in the same way in any language. Similarly, concepts the ELLs have already learned in their native language will transfer to English if the appropriate vocabulary is given to them in English. In addition, not fully developing in their native language can hinder their development in English (or their second language) because the second depends cognitively on the first. Along that line, bilingual immersion programs (where half of the day or half of the subjects are taught in the students' first language, and half are taught in the second) have been highly regarded as a great way to develop both first and second languages. Researchers have found that in mathematics, language proficiency, and reading, bilingual immersion students significantly outperformed students enrolled in non-bilingual immersion programs.  
  
Secondly, I firmly believe that mother tongues of ELLs should be integrated into classroom learning - and be continually used at home - often. This can encourage more parental involvement not only in the classroom and with the teacher, but at home with their children in the ESL program, as well as their children's social lives. Furthermore, if the mother tongue is left by the wayside, and the student does not keep learning new things in both English and first language (solely learning new things in English), researchers believe that they will never become proficient in either language, resulting in limited bilingualism. If the first language is not viewed as valued, and therefore goes unused, students will not perform as well in many areas, showing more support for the belief that learning additional languages fosters academic growth. Allowing and promoting the use of the native language in the classroom also supports a sense of identity for the students, as well as self-confidence, which is essential in all second language classrooms so students take risks and participate in their learning. When teachers bring in and include mother tongues in the classroom, it promotes positive attitudes, inclusion, and acceptance of all cultures in school and in life.

Resources:  
  
1.  Clark, B. A.  First- and second-language acquisition. pp. 181-188. (21 Sept. 2011)  
  
2. *English Language Leaners, ESL and ELD Programs and services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12, 2007.*  
  
3. Lewelling, V. (1991). Academic achievement in a second language. ERIC Digest, ED329130.  
  
4. *Many Roots, Many Voices*  
  
  
"Chernobyl Consequences of the Catastrophe for People and the Environment"

*Comments I’ve Made*

[Re: \*Read this one!!\* Does first language have a role to play in second language learning?](https://lms.brocku.ca/portal/tool/147faa60-4604-453a-9963-104cecd3c9b2/discussionForum/message/dfViewThread)

SARAH STRILCHUK (ss04tz) (Sep 26, 2011 1:38 PM) - Read by: 1[[Reply to Message](https://lms.brocku.ca/portal/tool/147faa60-4604-453a-9963-104cecd3c9b2/discussionForum/message/dfViewThread)Reply](https://lms.brocku.ca/portal/tool/147faa60-4604-453a-9963-104cecd3c9b2/discussionForum/message/dfViewThread)

Hi Sarah,  
  
I fully understand and agree that students' primary language can interfere with the acquisition of English (or any second language). It has happened to me on many occasions and it still does.   
  
The reason I stated that incorporating their mother tongues would be beneficial was mainly to avoid the problems of parents fearing their sons/daughters devaluing their first language and forgetting it, and to foster great parent-teacher relationships through this inclusion of their first language and their culture in the classroom. It is frustrating I am sure to have students in your program for longer than usually necessary due to fearful parents not allowing students to speak English at home. I do believe speaking English at home would not only allow students to practice what they've learned, but also will greatly aid their parents' English skills, which I am assuming would be greatly needed in your community to grow in a career, and to make more relationships. However, I think that the only way that a parent will feel comfortable with that is through some inclusion of their own culture and language into the classroom as well, so they do not feel so threatened.  
  
Of course, what I believe may work, may not in fact work, and I totally acknowledge that, as I have no real experience as of yet in teaching ELLs.  
  
I really appreciate you sharing your story and I hope to hear more!

[Re: The Role of Age in Learning English as a Second Language](https://lms.brocku.ca/portal/tool/147faa60-4604-453a-9963-104cecd3c9b2/discussionForum/message/dfViewThread)

SARAH STRILCHUK (ss04tz) (Sep 26, 2011 1:47 PM) - Read by: 1[[Reply to Message](https://lms.brocku.ca/portal/tool/147faa60-4604-453a-9963-104cecd3c9b2/discussionForum/message/dfViewThread)Reply](https://lms.brocku.ca/portal/tool/147faa60-4604-453a-9963-104cecd3c9b2/discussionForum/message/dfViewThread)

Hi Carly!  
  
I'm excited for you in going to Russia to teach English - it will be an amazing experience for you! Through these readings, it's nice to know that the biggest hurdle you will have to jump over is mainly going to be pronunciation. Because you've developed your English skills so well, many of the skills you have will transfer over quite easily. It's best to be young to get the most out of sounding as much of a native speaker as native speakers, but for the rest of the skills you need to speak a language, it's best to be older. :) I can relate because when I was young I went to a Ukrainian elementary school, not knowing a word of Ukrainian, not having spoken it at home. Very quickly I was able to pick up the alphabet and could read aloud with great pronunciation, but knowing what the words meant was another story. It took years for me to understand basic Ukrainian.  
  
The greatest part for you is that you will be immersed in the language and the culture and will be forced to speak it practically non-stop outside of the classroom anyways! That accent and pronunciation will come quicker because of that.

***Module 1***

***Section 1.3***

I believe that it is crucial that an ESL/ELD teacher have an understanding of linguistics. Even a basic understanding of linguistics would aid ESL/ELD teachers immensely. Knowing the difference between morphology (word formation, inflection, and composition), syntax (grammar rules), phonetics (units of sound in a particular language), and semantics (meaning) would be helpful to target which is the easiest and hardest for students to grasp and put into practice. For example, phonetics would usually be much simpler for a younger student to grasp indirectly, but syntax and semantics may not be, as they haven't had the chance to develop their native tongue's syntax and semantics to the fullest potential yet. In that way, teachers can surely plan their teaching accordingly and differentiate according to students' needs.  
  
Not only should teachers understand what linguistics is comprised of, teachers should know how to teach each section of linguistics. Even phonetics, which we rarely even think about, can become really frustrating for some students who have never experienced some of the phonemes that are in English, but not in their mother tongue. When I was in Burundi, students seemed to have the most trouble with 'th' and 'r' phonemes, as there is no related sound in their language, Kirundi, or in French, their second language that most were bilingual with. I think I would have been a much more effective teacher if I could have had a little more background in linguistics and could teach them how to make their mouths work to produce those sounds better. Teaching grammar (syntax) cannot only involve written work either - each of the parts to linguistics can be intertwined while teaching.  
  
I do not think that much of your knowledge of linguistics would vary whether you were an elementary teacher, a secondary teacher, or an adult instructor. The truth of it is, in any of those ESL classrooms, you will have students on every level of proficiency in linguistics of the English language. The job we have as teachers is to realize what those students' levels are and to help them in whatever way we can on their way to becoming bilingual speakers. In essence, it would be ideal to have as far-reaching a knowledge of linguistics as we can to prepare our students.

*It would be difficult for an ELL to charge straight into an English course without having a solid background in, for lack of a better word, linguistics. Often, as native English speakers, we do not even think about our enunciation, which can provide further annoyance to the learning of English. Even if, as teachers, we may not always directly teach pronunciation, I believe that it is vitally important, and will do our future students a huge favour, if we indirectly teach it by being mindful of our own pronunciation. Even semantics, such as the meaning of jokes, can be integrated in fun ways into the classroom to allow students to play with more subtle communication.*

*Comments I’ve Made*

[Re: What ESL teachers should know about linguistics](https://lms.brocku.ca/portal/tool/147faa60-4604-453a-9963-104cecd3c9b2/discussionForum/message/dfViewThread)

SARAH STRILCHUK (ss04tz) (Sep 26, 2011 2:46 PM) - Read by: 1[[Reply to Message](https://lms.brocku.ca/portal/tool/147faa60-4604-453a-9963-104cecd3c9b2/discussionForum/message/dfViewThread)Reply](https://lms.brocku.ca/portal/tool/147faa60-4604-453a-9963-104cecd3c9b2/discussionForum/message/dfViewThread)

Hi Carly,  
  
I love the ideas you gave of how to integrate our knowledge of linguistics into the classroom! Using popular songs from the radio or tv shows or even sports casts can really reach all of the multiple intelligences and don't necessarily need to be confined to the secondary level. Knowing what our students like is key in this instance. Printouts and recordings are also very important. In addition, having students perform not only to their partner, but in front of the class (if the classroom is fostered by the teacher to make it a comfortable place for all students to share and take risks). And if songs from the radio or tv shows are not something they're into, scripts from tv shows or movies would be great to act out too (assuming all content, including songs, are appropriate)! Acting it out using gestures and inflection can help to teach semantics as well as phonetics. Sports can even be integrated. When I was at the Hockey Hall of Fame about a month ago, they had a section where they had a tv and microphone. On the tv/computer, you could select a hockey play they had on tape, hear one person commentating on it, and then you had a chance to record your own play-by-play action. My husband thought it was awesome. I never thought about using something like that in teaching, but I can see it being a good addition to the songs and scripts. And if some students are looking for a challenge, some (appropriate) raps would be a great idea as well.   
  
Anyways, I just got really excited about different ways to integrate this into a classroom setting. Thanks, Carly!

***Module 1***

***Section 1.4 – Drop Box Only***

Many Roots, Many Voices

1. Many Roots, Many Voices is divided into the following four sections:
   1. Getting Started
   2. Tips for the Classroom
   3. Tips for the Whole School
   4. Digging Deeper
2. The three categories, with their corresponding colours, are:
   1. Insight – where facts, concepts and suggestions are backed by solid research (blue)
   2. Effective Practice – effective instructional strategies are presented that have been shown to achieve positive results (green)
   3. Try It Now! – practical techniques and activities are listed that you can use immediately in a classroom or school (orange)
3. Five ways in which first languages can be incorporated into the classroom are through:
   1. Completing dual-language assignments
   2. Working with same-language partners who discuss a problem and clarify information in the first language before switching to English
   3. Creating multilingual displays or signs
   4. Writing drafts, notes, journal entries, and outlines in the first language
   5. Providing bilingual support for newcomers, who can highlight key concepts you want taught or translated
4. Page 20, under Effective Practice, gives suggestions for speaking “so that students understand”. These suggestions are:
   1. Use simple vocabulary to introduce new concepts
   2. Speak clearly and pause often
   3. Say the same thing in different ways
   4. Avoid or explain idiomatic expressions such as ‘run that by me again’
   5. Use images and objects to illustrate content
   6. Use gestures and body language to supplement words
   7. Print key words and instructions on the board while saying them aloud
   8. Use overheads and charts where appropriate
   9. Check frequently to ensure that students understand
   10. Give students who are thinking in two languages sufficient time to process any questions you ask
5. The organization that supports the development of programs and services for children who are experiencing stress related to displacement, war, and immigration is called the International Children’s Institute.

English Language Learners, ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12, 2007

1. The six categories of English Language Learners identified in this publication are:
   1. Aboriginal students whose first language is a language other than English
   2. Children who were born in communities that have maintained a distinct cultural and linguistic tradition, who have a first language that is not English, and who attend English language schools
   3. Children who were born in immigrant communities in which languages other than English were primarily spoken
   4. Children who have arrived in Canada with their families as part of a voluntary, planned immigration process
   5. Children who have arrived in Canada as a result of a war or other crisis in their home country, and who may have left their homeland under conditions of extreme urgency
   6. International or “visa” students who have paid fees to attend school in Ontario and often plan to attend a Canadian university
2. Orientation programs for newcomers should include the following:
   1. Information about courses and about considerations related to course selection
   2. Explanation of programs and activities
   3. Explanation of school policies (i.e.: assessment, evaluation, and reporting policies, as well as homework policies)
   4. Explanation of the overall school structure (including School Council’s role)
   5. Information about community activities and supports
3. Pages 17-19 contain information about initial assessment of ELLs.
4. The principal (in consultation with students, staff, and parents) makes final decisions regarding the placement of ELLs.
5. The main idea of section 2.12.2 is to ensure that teachers have the required training to facilitate, encourage, and successfully meet the learning needs of ELLs.

Supporting English Language Learners with Limited Prior Schooling, 2008

1. This document addresses grades 3-12.
2. Both programs are for students whose first language is other than English (or an English that is significantly different from the one we use in Ontario). However, ELD programs are for those students who have had limited opportunity for schooling in their home country due to any number of reasons. They may have been to school inconsistently, or have had disrupted schooling, or have had no schooling at all. Therefore, those students will have to start from square one, or close to it, to develop the age-appropriate literacy skills that they lack. Those students in ESL programs have had access to educational opportunities to develop their literacy skills in their mother tongue.
3. The guiding principle around assessment of ELLs is opportunity to learn. One shouldn’t assess students’ performance on knowledge or skills that they have not had the opportunity to learn yet.
4. The key to success for ELLs (especially those with limited prior schooling) is learning academic language, not just everyday language. Without this major aspect of learning English, students will not be able to communicate as effectively orally and in writing due to the complexity of concepts greatly increasing yearly.
5. The orange section of the document deals with transitions (elementary to secondary, secondary to the beyond, ELD to ESL programs). This topic is important because students have future goals that they wish to achieve. They need to know what will fit best for them. Without this help in the transition, things can get lost in translation and students won’t be able to get further towards where they want to go.

***Module 1***

***Section 1.5***

After reviewing the questionnaire, I have found that I have changed or developed my opinion, specifically with three of the ideas presented. Firstly, I had been on the fence as to whether languages are learned mainly through imitation or not, but I never really thought about why. Now I know that imitation will be used more so when the child is younger and still developing their language skills, rather than older. Older children will have more strategies with which to learn a language due to their more fully developed first language, and therefore will not as heavily rely on imitation to learn a new language. Of course, both older and younger students will rely on imitation to learn pronunciation and phonetics, even semantics.  
  
Secondly, as many others have found, the likelihood of success in learning a second language does not increase if the language was introduced earlier in school programs. In fact, the only part of the second language that will be more successful if introduced earlier would be the accent and pronunciation, as younger students will attain it more quickly. Older students may never acquire the accent or exact pronunciation of their new language. However, they have many more advantages over other younger students, as they have already more fully developed their first language. They are already equipped with many learning strategies that they used to acquire their first language, which younger learners have not yet developed. The motivation of why they are learning a new language, and support they receive in the classroom and at home, will also determine the success in learning a new language. While younger students may primarily be learning a new language for more social reasons at first (and, of course, because they have moved to a new country), older students and adults may be learning it to start or continue a career in this new country.  
  
Thirdly, I used to strongly agree with the fact that correction of students' errors should be done as soon as they are made. Now, I neither agree nor disagree with this statement, for without correction, how will they learn? However, the situations in which they are corrected (alone/in groups/in front of class), and how they are corrected (respectfully/disrespectfully/by a teacher/by a student), need to be taken into consideration. ELLs will be less likely to take risks and participate in the classroom if they are constantly bombarded with corrections. I feel that if ELLs set goals for the week (or other time frame) on what they are aiming to improve upon (orally or written), that helps us as teachers perhaps to correct a little less. In addition, though, if students are making mistakes that impede understanding, corrections can and should be made. I am sure you can see why I am more on the fence with this statement: I can see both arguments.  
  
Learning a new language happens with a combination of motivation, imitation, and cognitive skills. Teachers should know and teach a great deal of linguistics so that they are able to model the skills students need to succeed. Teachers should foster great relationships between students and parents to make both feel comfortable taking on a second language. There are many ways to do this, and one of the most important ways is to include and encourage their learning of their mother tongues, and not only because students transfer skills they have used to learn their first language. If they stop learning their first language, it can impede and indeed stop the learning of their second language. It is important to show that their first language is valued as much as learning English is, especially since Canada is so multicultural. Valuing each student's culture and background is a good model that will eventually be transferred to students, surrounding acceptance and tolerance. It may also ease parents' minds over the fear of losing their native language. Creating a comfortable atmosphere of respect will encourage students to take risks and enjoy participating in class. Making corrections in students' oral and written work is also important, but the amount and frequency of correction should vary from student to student, as this can hinder their learning and motivation to learn English.  
  
I have learned so much thus far about what it means to be an ESL teacher - but I am positive that I have a long way to go, and am looking forward to the journey!

***Module 2***

***Section 2.1 – Introduction***

1. Description of ELL, scholastic background

2. ESL or ELD? Explain. Know diff between ESL/ELD at secondary level too.

3. Types of support for my student – explain.

4. Outline the ESL/ELD programme at my school (not in depth)

Onesphore is from the capital city of Bujumbura in Burundi, Africa. He was born in 1995, in the middle of the Hutu-Tutsi genocide that greatly affected not only Burundi, but Rwanda and the Democratic Republic of Congo (DRC) as well. Having been caught up in the turmoil in Burundi, and his family being very poor, education was not an option for him and his large family. In 2004, his family came as refugees to Canada.  
Onesphore has had no formal education (and would have had little access to education in a war-torn society such as Burundi, even if his parents were able to provide for his and his siblings' education). His first language is Kirundi, but he has no reading or writing skills in his mother tongue. Considering these facts, and determining that there are significant gaps in his education and he is at a grade 4 age, Onesphore should be placed in an ELD program. However, there are many ways in which Onesphore can and should be integrated into an age- or grade-appropriate classroom and participate in activities with peers of his own age, such as through the arts, physical education, and even some science activities. Social interaction with English-proficient peers is needed and will aid in his development of the English language.

Support will be needed for Onesphore in many ways. Having the "hidden" curriculum (i.e.: personal space/boundaries, homework expectations, school routines, etc.) explicitly taught will help him understand some of those things he has never had experience with before. He will need intensive ELD support where he will work often with an ESL/ELD teacher. An accelerated learning program is ideal, as it will start where Onesphore is, and fill in the gaps as quickly and efficiently as possible. Onesphore will need to learn two years' worth of knowledge for every one year of his peers in order to catch up. Using his strengths and interests will enable him to build his knowledge even more quickly. Additional support with regards to any emotional and physical trauma Onesphore or his family may have sustained will also be crucial, as these traumas can inhibit the learning process and his ability to adjust to his new country.

I have had experience supply teaching at Notre Dame College School in Welland. Although I have not yet had any experience with their ESL department, I was happy to discover that they have course descriptions available on their website, showing the difference between native English speakers' courses and ELLs' courses, whether in ESL or ELD programs. I was not aware that there are different courses available besides academic, applied, and locally developed English. It was into locally developed courses I had previously assumed ELLs would be placed, along with other peers. The Notre Dame community is focused on encouraging all students to foster a lifelong love in reading and writing, while recognizing the importance of English language learning in everyday and academic life. Support appears abundantly available and focuses on transition into age- and grade-appropriate levels, as well as into postsecondary life.

***Module 2***

***Section 2.2 – Reading***

Context: secondary school,

Course: Bridge to English **ESL EO**  
ESL Level 5, Open  
This course prepares students for secondary school English and other courses at the college and university preparation levels. Students will be encouraged to develop independence in reading literary works and academic texts, in writing essays and narratives, and in applying learning strategies and research skills effectively. Students will also learn to respond critically to print and media works.  
Prerequisite: ESL 4 or equivalent

Before: preview book and vocabulary (names), discussion of book’s prime issue, what is a pearl?, making predictions, referencing vocabulary introduced and photos found in book to make predictions, FRONTLOADING, Tea Party activity

During: Read-aloud slowly, act out, model reading strategies (questioning, thinking aloud, reflecting), some editions have illustrations to use, have students follow along with their fingers in their own books, photos of important vocabulary in book

After: review vocab not understood (either in language-pairs or as a class); have chapters available on CD for students to take home and listen to, key vocab list for word wall, also challenging new words word wall, re-reading in pairs, recording their own reading and playing it back, cut sentences apart so students can ind/in pairs put them back together, matching vocabulary, relate what they read to their own experiences, clarify understanding with same-language partners (i.e.: summarizing what they read), repeat and elaborate on answers ELL gives, graphic organizers for characters and plot, sentence starters (limited),

“Kino heard the creak of the rope when Juana took Coyotito out of his hanging box and cleaned him and hammocked him in her shawl in a loop that placed him close to her breast. Kino could see these things without looking at them. Juana sang softly an ancient song that had only three notes and yet endless variety of interval. And this was part of the family song too. It was all part. Sometimes it rose to an aching chord that caught the throat, saying this is safety, this is warmth, this is the *Whole.*

Across the brush fence were other brush houses, and the smoke came from them too, and the sound of breakfast, but those were other songs, their pigs were other pigs, their wives were not Juana. Kino was young and strong and his black hair hung over his brown forehead. His eyes were warm and fierce and bright and his mustache was thin and coarse. He lowered his blanket from his nose now, for the dark poisonous air was gone and the yellow sunlight fell on the house. Near the brush fence two roosters bowed and feinted at each other with squared wings and neck feathers ruffed out. It would be a clumsy fight. They were not game chickens. Kino watched them for a moment, and then his eyes went up to a flight of wild doves twinkling inland to the hill. The world was awake now, and Kino arose and went into his brush house.”

I chose a passage from the beginning of The Pearl by John Steinbeck. I chose it mainly because it was a recommended read on a few websites as being a great novel choice for secondary school ELLs, as it has depth and more meaning to it than many books specifically made for ESL classes and programs. The vocabulary is not too intense, but I would specifically recommend this book for students taking the ESL EO class, as it is the most literary of all the ESL courses. Here is the course description:

Bridge to English **ESL EO**  
ESL Level 5, Open  
This course prepares students for secondary school English and other courses at the college and university preparation levels. Students will be encouraged to develop independence in reading literary works and academic texts, in writing essays and narratives, and in applying learning strategies and research skills effectively. Students will also learn to respond critically to print and media works.  
Prerequisite: ESL 4 or equivalent

**Before reading this book**, I would aim to frontload my ELLs with as much information as possible to enable them to more easily read the book, with me and alone, afterwards. The students and I would take a good look at the book, and flip through its pages. In some versions there are illustrations, so I would have the students explore the book’s illustrations without reading it. For a few minutes, they would speak with their same-language partners about what they see. A lot of key vocabulary of the book would be introduced through visual aids and gestures, along with students’ answers if they wish to volunteer. We would create a Word Wall with illustrations and/or definitions students create near the vocabulary. Afterwards, I would have a Think, Pair, Share activity for students to discuss, using the vocabulary and the illustrations, what they think the book will be about. As we share with the class, I will write their ideas on the board (repeating and clarifying what they are saying), perhaps having them copy the ideas into their notebooks to have something to look back on as the story progresses and to develop their hypotheses further. Furthermore, I would also look at including a Tea Party activity before each chapter. This activity comprises of multiple copies of index cards of written down phrases directly from the novel being distributed to the class. The teacher repeats what is on each card at least twice and conveys the meaning of each one to the students. Each student, having one card, walks around reading as many of their classmate’s cards as they can in a certain amount of time (for example, 5 minutes). Students then return to their pairs/groups to discuss the information read and perhaps develop or revamp the prediction statement that they made earlier. Creating an Anticipation Guide, comprised of statements relating to topics in The Pearl (as a whole, or chapter-by-chapter) and having students read them and deciding whether they agree or disagree with the statements would be helpful for them to see how their opinions can change over time, as well as to see the consequences of Kino’s actions. This does seem like a lot to do before even really opening the book to read it; however, through frontloading, the hope is that the ELLs are better equipped to read and comprehend, and therefore enjoy, the novel more.

**During the reading of this book**, I would read the story aloud and slowly. I would aid comprehension of the text by pointing out vocabulary previously learned, by acting out what is going on, by referencing illustrations, and through using simple gestures to express meaning of unfamiliar words or phrases. Modeling reading strategies is very important at this point because students, especially those with limited prior schooling, may not know how to approach a challenging text. I would model re-reading, using context to find meaning of words (using clues such as definitions, examples, descriptions, illustrations, clarification, parenthetical notes, comparisons, and elaboration in the book), making inferences, visualizing, and reflecting.

**After reading this book or chapter**, I would review vocabulary that was not understood (students can do this in same-language pairs or we can do this as a class). We would add to our blossoming Word Wall. Students would then read in pairs or groups, or even could record their own reading to listen to and assess (or have students or even parents listen and assess) their pronunciation, intonation, etc. After a Think, Pair, Share activity on what the chapter was about (with myself repeating, and elaborating their ideas while writing them on the board), we would discuss if anyone could relate to what was happening in the book – i.e.: Kino gets pressured to get rid of the big pearl that he found that he now treasures. Has anyone ever received or found something that their parents did not approve of and that they were forced to get rid of? We would also create graphic organizers, such as semantic maps (which involved grouping characteristics and common words involving a topic into categories), to develop and summarize what we know about the characters, plot, and setting. We would play games involving matching vocabulary to visual aids or definitions to enable students to more easily recall key vocabulary. I would provide groups or pairs or individuals with cut up sentences from the novel that students have to rearrange in a sensible order to have them practice sentence structure, spelling, and grammar. To develop more comprehension, questions regarding The Pearl would be assigned. If the ELLs have very limited English skills, sentence starters could be provided: “When I read about \_\_\_\_\_\_\_\_\_\_\_, it reminded me of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.” I would make multiple chapter audio CDs available for students to take home to listen to, to practice their pronunciation with, or to use in some other way. Debates, developing skills in making judgements, regarding Kino’s and others’ actions in the story would be prepared.

***Module 2***

***Section 2.3 – Writing***

**Questions for Consideration when Giving Feedback**

**General Questions**

1. Is the feedback consistent with the goals of the course?
2. Is the feedback consistent with the goals of the assignment?
3. Is the feedback consistent with the goals for this phase of the assignment?
4. Is the form of the feedback consistent with the three previous questions?

**Form**

1. Is the feedback clear and easy for the students to understand?
2. Did I use the system and symbols that I made the students aware of?
3. Have I consistently marked the same error or types of errors?
4. Have I only marked errors that I told the students I would or that I covered in class?
5. Have I marked anything not gone over in class? Why?
6. Will the student know what to do with the feedback?
7. Did I correct the errors or mark it for the students to correct? Why?

**Content**

1. Is the feedback clear and easy for the students to see and understand?
2. Did I use the system and symbols that I made the students aware of?
3. Have I consistently marked the same error or types of errors?
4. Have I made only negative comments or did I also add some praise?
5. Did I rewrite student words? Why?
6. Did I make any specific comments or ask direct questions? Why?
7. Are the comments I wrote specific to content and problems that we are covering or have covered in class?

**Comments for Feedback on Content**

I usually insert the numbers instead of writing out the comments.

1. I like this very much.
2. This is a good example.
3. Tell me more about this.
4. Can you think of another example?
5. Do you have a personal example about this?
6. Can you make this clearer?
7. Can you think of another way to say this?
8. Why do you think so?
9. Is this paragraph complete?
10. Do you think this is necessary? Why or why not?
11. Should this paragraph be divided?
12. Is your thesis clear?
13. Are your topic sentences clear?
14. You are repeating yourself here.
15. I am not sure what you mean.

**Conferences**

**Pre-conference Questions for Students**

1. Were there any comments or markings that you did not understand?
2. Were there any comments or markings that you understood but were not sure what to do with?
3. Were there any other things about the assignments or class that you have questions about?

**Pre-conference Questions for Teachers**

1. What aspects of this course/assignment are the students performing well on?
2. What aspects of the course/assignment do the student need to improve on? How?
3. Are there any errors that are consistent?
4. Are there any other points to cover in the conference?

The piece of writing is from *The Ontario Curriculum Exemplars, English as a Second Language and English Literacy Development  Level 1, 2000  Samples of Student Work:  A Resource for Teachers*.

Oral Feedback:

Student-teacher conferences would play a large role in my ESL classroom. Before I would meet with my students, I would hand back their written work and have them prepare for the conference by answering some questions (i.e.: Were there any comments/markings that you did not understand on your assignment?). I would prepare for my conferences with my students through preparing two stars and a wish. I want to build their confidence by telling them about two things I enjoyed about their writing and/or about what they are doing correctly that I want them to keep up. Since I do not want to overwhelm them with their own errors, I would have one wish for them to study and improve upon (while making those corrections in their writing. In this piece of writing I extracted, I would complement her for writing longer, more complex sentences. Secondly, she uses capitals effectively for people, places, and beginnings of sentences. I would point out the instances in each case that I thought were the best examples of good writing that reflect those “stars”. I would wish for her to work on her present tense verbs. I would go over subject-verb agreement in the present tense with regular verbs first of all, then go over a few of the most-used irregular verbs in the present tense, making sure to note the differences between one subject-verb pairing and another.

Next Teaching Steps:

Certainly, in the future I would try to prevent common errors associated with a specific writing task by trying to predict potential errors for it. I would explain words and phrases to students that will either be used or useful in the writing task. For example, if students are writing a short argumentative piece, phrases like “on one hand” and “on the other hand” would be useful to explain, so they are not confused to be body parts. Providing students with grammatical and/or content goal(s) for each assignment, along with a rubric, would be ideal. If students are having trouble understanding correction symbols, I could have groups edit a sample paragraph, using the symbols I use, so they can get more comfortable with them. Or I could have them work together to figure out why I marked an asterisk in the margin (to show there was an error in that line) and what the error is that the asterisk is referring to. Providing students with time to edit and ask questions prior to handing in a writing task, as well as using peer editing beforehand would provide helpful and timely feedback to the writer and will also provide practice at using and interpreting certain stages of correction symbols. In this student’s case, reviewing the “one S rule” for the present tense with the class would be helpful (i.e.: The law protect***s*** the innocent VS The law***s*** protect the innocent). Modelling using this strategy (and others) on the board with the class is crucial and helps students from being singled out and from being discouraged from writing.

***Module 2***

***Section 2.4 – Drop Box***

* **What strategies can a teacher use to make concepts and key vocabulary comprehensible for ELLs in the classroom?  Watch the following video segment and summarize the key points.  What are the implications for your own classroom?** Segment Seven: [Adapting the Classroom Program for ELLs](https://lms.brocku.ca/access/content/group/EDUC9F67D04FW2011MAIN/Resources/Modules/2-ProgramDevelopment.htm#seg7) |  
  <http://www.curriculum.org/LNS/ELL/index.shtml>  
  Post in your Drop Box.

Video

* Explicit modelling of new learning and gradual release of responsibility using shared, guided, and independent learning opportunities
* Purposeful and accountable talk in English and in first languages
* Design all lessons to include a component which activates prior knowledge and a review of concepts
  + Post-it pile-up (given vocab words, what comes to mind when you see them? Visualize what it means in your mind and use first language if helpful)
* Know what students can do and what you want them to be able to do in the future
* Find out what’s to know at the beginning of each unit and divide it up into manageable chunks
* Pre-teach vocab associated with a new assignment/topic
* Simplify vocabulary by putting it into “layman’s terms”
* Model the process and the product
  + “think-aloud”: what do I think about something to model what students should do
* Allow students to demonstrate their understanding of a concept in alternative ways
  + White boards to write what they are thinking of or to draw pictures of what they are thinking of/feeling/seeing/touching/tasting I want to see the movie in your mind on the whiteboard
    - Second time over for reading, write down words/phrases to go with pictures; reading together, separating into groups by coloured pencils already on desks (not all in same group of desks)
  + On post-its, write down words you don’t know/understand
* Student-teacher conferencing, teacher took notes on the drawings and words students put on whiteboards
* Ask bilingual peers and volunteers to help clarify instructions and information – only if in beginning stages of English learning
* Have students review main concepts and vocabulary with partners in a Think-Pair-Share task and in whole-class sessions at the end of each lesson or activity
* Don’t forget to teach social interaction “rules”!
* Recognize students’ pre-existing knowledge and experiences

[Supporting English Language Learners, Grades 1 to 8](http://www.edu.gov.on.ca/eng/document/esleldprograms/guide.pdf%22)

* Provide bilingual and picture dictionaries and picture cards/ word walls (with first language translation); help them create their own bilingual dictionary
* Allow students to demonstrate their understanding of a concept in alternative ways (i.e.: demonstration, speech, picture, writing in the first language)
* Check often for comprehension
* Give clear instructions (number and label steps in an activity
* Adapt lessons to students’ proficiency
* Introduce musical chants to reinforce everyday expressions and patterned speech
* Learn and use first language of students for some words
* Select common errors as the language feature of the week, teach them explicitly, and provide opportunities for practice
* Encourage ELLs to keep an editing checklist containing examples of errors and corrections for their reference
* Encourage ELLs to retell instructions in their own words
* Use the cloze procedure to help students use new words and phrases, as well as to produce sentences, paragraphs, and other forms or writing at a more sophisticated level

Planning effective lessons for ELLs

* Plan assessment tasks that are appropriate to the students stage(s) of development and that will enable you to assess achievement of the outcomes, using clear and attainable criteria for assessment or evaluation
* Select, adapt, or create resource materials to aid learning (e.g., alternative texts, visual material, multimedia resources, and manipulatives)
* Plan meaningful activities
* Use scaffolding techniques to support reading and writing (e.g., key visuals, guided reading, patterned language use, modeled writing, writing scaffolds, the writing process, guided projects)
* Provide content-based activities for language development and practice (e.g., word puzzles, cloze passages, and sentence completion activities).
* Provide models of performance for all complex tasks.
* Monitor and encourage participation of all students
* Provide a comprehensive review of key vocabulary and concepts
* Involve students in a self-assessment (today I learned…in our group today, we…)

**Preparation**

Firstly, I would want to know what my students are capable of doing now, and then make a goal for what I wish for them to do in the future. Using this knowledge, I would plan assessments and lessons that are appropriate to students’ stages of development. I would then create or find a model to show what their performance should look like for an activity/lesson/assessment. Taking a good look at the unit or lesson and dividing the knowledge into more manageable chunks is important. Then I would need to select or create resource material to aid in their learning, whether they be alternative texts, visual material, multimedia resources, and/or manipulatives. If it is possible, I would try to learn some key vocabulary in students’ first languages to make communication somewhat easier. Activating prior knowledge is a key component of preparing students for learning, whether that is through their pre-existing knowledge or through their experiences. Planned activities should be meaningful, allowing students to get interested in the task at hand and motivating them to learn. Fit into lessons weekly should be a “language feature of the week” where expressions, social interactions, grammatical errors are presented and explicitly taught, according to errors or needs of the students. Pre-teaching as much as possible before the unit is crucial, and this includes vocabulary (making sure the vocabulary is being taught in as simple language as possible. Having bilingual or picture dictionaries on hand (or teaching students to create their own), as well as having word walls with first language translations and visuals, would be truly helpful.

**During**

While teaching is going on, it’s important to often check for comprehension. Giving clear instructions, written on the board with pictures and numbers beside steps to be taken, would make it much easier for me and the students to complete an activity. Students can retell instructions to their same language partners (or their seat partners) in their own words to increase comprehension. During the activity, social interactions are important and need to happen to develop language skills, but the “rules” of social interaction may sometimes need to be taught, as so many cultures are so different from each other in this manner. It would be good practice to model the process and product – whether that means thinking aloud as a student would on what to do next, or what a word means and how to find out to how to add words to their dictionaries. As a French language teacher myself, I certainly know the value of monitoring and encouraging participation in the classroom because, as they say, “if you don’t use it – you lose it”.

Scaffolding for all types of activities (oral, written, hands-on) is important, but should be done in using the method of gradual release of responsibility. Key visuals, guided reading, activities like cloze passages, word puzzles, musical chants to reinforce expressions, and sentence completion will all enable students to better retain new concepts and vocabulary. Gradual release of responsibility begins with the teacher doing the activity/task, then the teacher and the class do the activity/task together. Afterwards, students work together to complete the task/activity, and finally the students can each complete the task/activity on their own.

**Finishing**

At the end of the lesson or unit or day, reviewing key vocabulary and concepts is very important. This can be done with same language partners or as a class. Students can add to their dictionaries at this time. If students had a writing project that day, they can refer to or add to their “editing checklist”, which we could create as a class or more individually, involving examples of errors and their corrections for students’ reference. Self-assessment through journaling or exit cards can be done as well, allowing the student to reflect on what they learned that day, or what their group accomplished that day. However, when it comes to assessments, it is very important to allow students to show their learning to me in a number of different ways; for example, they could do a demonstration, a speech, create a picture, or write in their first language to show me that they understood what was being taught today.

***Module 2***

***Section 2.5 – Reflections***

**How can we make our lessons and the Ontario curriculum comprehensible for second language learners?  
What specifically will I try to incorporate into my own teaching?**

Activities:

-cloze activities, fill in the back, sentence completion, structured paragraphs, match word to object (Many Roots)

-allowing extra/sufficient time

-differentiated instruction

-modify curriculum expectations where necessary and accommodating

-student-teacher conferencing

-balance use of academic and everyday language

-build a safe and inclusive environment

-gradual release of responsibility (providing Language Feedback in Writing Earle-Carlin, S.)

-dual language use and valuing (many roots)

-building on prior knowledge (many Roots)

-pre-teaching (Teaching the ELL with Limited Prior Schooling)

-modelling

-pointing out errors (providing language feedback in writing)

-watch my language

-AIM

-visuals

-oral communication is so important (FSL curriculum is focused on it)

-simplify

-learning log, diaries, journals ( providing language feedback in writing)

-adapting or selecting appropriate resources

-picture dictionaries (Many Roots, Many Voices)

Readings:

-Williams (2003) (S-T C)

Williams, J.G.  Providing Feedback on ESL Students' Written Assignments.  The Internet TESL Journal, Vol. IX, No. 10, October 2003.  <http://iteslj.org/Techniques/Williams-Feedback.html> (4 Oct 2011).

-The Ontario Ministry of Education's (2008) document, Supporting English Language Learners, Grades 1 to 8

-

In order to make our lessons and the Ontario curriculum comprehensible for second language learners, there are many things we can do. A key component would be to create a safe and inclusive atmosphere where students feel comfortable and enjoy taking risks and challenging themselves. Many Roots, Many Voices suggests that this can be fostered through dual language use, and putting value on students’ first languages. Beginning learners can be partnered with student volunteers who have the same first language to help them communicate their ideas better, as well as to explain classroom activities and routines to them. First languages can be used on Word Walls and in picture or bilingual dictionaries. In addition, cultural acceptance can be celebrated through country of origin projects involving information being presented both in students’ first languages and English. S. Earle-Carlin from Providing Language Feedback in Writing suggests learning logs, diaries, and journals can be used, not only to track what students are learning, but also to develop students’ writing skills – and these can also bring in dual language practice.

Strategies that will help students understand that I would also employ in my classroom would include differentiated instruction. This is helpful in the ESL classroom and in other subject-specific classrooms. This may further include providing additional time and multiple rewrites for assignments and answering questions, as well as accommodating and modifying curriculum expectations in any subject for an ELL, not just the ESL classroom. Simplification of oral and written language is extremely important for ELLs to prosper, so watching my own language use and giving clear instructions would be strategies that I would take away from that. Oral communication is so important (and the FSL curriculum currently deeply emphasizes this as well), so pronunciation and cooperative learning opportunities need to be present within my classroom. If a student is not comfortable giving a presentation in front of the class, I can provide them the opportunity to record it (and re-record it, if necessary).

Through reading Teaching the ELL with Limited Prior Schooling, I have discovered the value of pre-teaching and modelling. If ELLs are provided with ample occasions to learn vocabulary, understand the format of a text, make predictions, bring their relevant prior knowledge and experiences to the forefront, and so on, they are more fully able to comprehend the text (whether novel or textbook) in front of them, and are thus less frustrated with the material. I particularly hope to use the “Tea Party” activity described in previous posts.

I also look forward to putting the gradual release of responsibility into practice in my future classroom from S. Earle-Carlin’s Providing Language Feedback in Writing. Using that model while editing writing work in the way that Williams suggests in Providing Feedback on ESL Students’ Written Assignments would be helpful. He also emphasizes the importance of student-teacher conferencing. I would implement this in my classrooms as well, as long as both teacher and student prepare for it by answering a few questions. This will enable the ELL to contribute to the conference; it will help me to not focus on every error the ELL made – just one type of error at a time.

I will also try to incorporate many specific activities to develop vocabulary and social interactions such as direct teaching, cloze activities, fill-in-the-blank, sentence completion, structured paragraph completion, and matching words to objects. One strategy I am extremely interested in, but do not have enough experience in to implement in my future classroom is the AIM language learning method. I look forward to developing my skills in this area and many others because I truly believe it will help all of my students in the future.

***Module 3***

***Section 3.1 – Introduction and Background Information***

Of those issues, which would be mitigated by the existing practices in your school? Explain.

**School Board – NCDSB**

Dress Code 🡪 nothing about traditional wear

Equity and Inclusive Education Policy, Opening or Closing Exercises in Public Elementary and Secondary Schools

PLAR 🡪 for equivalency credits

Religious Accommodation Policy 🡪 “The Board believes in the dignity of all people and their equality as children of God. The Board recognizes the importance of freedom of religion and strives to recognize, value and honour the many customs, traditions and beliefs that make up the Catholic community.”

Things to ask: Orientation procedures (maps, school resources – library/comp labs/sports facilities)? How to find locker/move around classrooms (student-led? Teacher-led?)? Countering isolation and loneliness (same language friends/connections?)? Communication difficulties – ways around that? Dress codes?